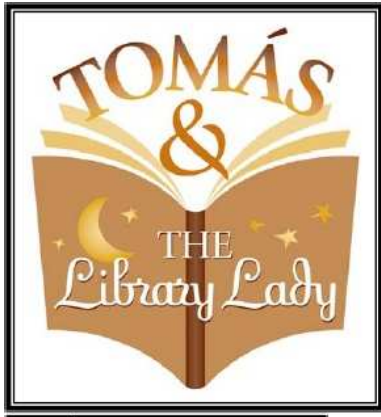


A sneak peek at the Gallo Center's production of:



By José Cruz González

Based on the book by Pat Mora

March 14/15, 2013 (school shows)

March 15/16/17, 2013 (public shows)

Recommended for ages 5 and older

Adapted from the book "Tomás and the Library Lady" by pat Mora, illustrated by Raul Colón, Published by Random House Children's Books, a division of Random House, Inc. Text copyright © 1997 by Pat Mora. All rights reserved

Directed by: Mike Sundquist

Produced by: Jim Johnson

Costume Designer: Anne Shanto

Director of Production Eric Vose

Stage Manager - Teresa Hixson

The Cast

Careliseo Blair-AramsTomas
Lindsey Tagcalicagan.....Little Sister
Linda Johnson.....Library Lady
Carolina Alfaro.....Mother
Raul Garcia.....Father
Kimberly Ogden..Nightmare Teacher
Cristian Valencia.....Narrator

The Story:

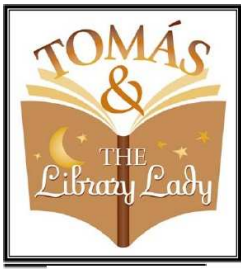
Tomás Rivera travels with his Amá, his Apá, his Grandfather, Papá Grande, and his little brother Enrique from Crystal City, Texas, all the way to Hampton, Iowa, to find work picking corn, spinach and beets. Tomás is haunted by memories of a teacher in his Texas school who punished him for speaking Spanish. His parents are worried about him, but reassure him that he is smart and talented, and that his Papá Grande thinks he will become a writer or a painter someday. When the Rivera's arrive in Iowa, they discover that their new home is little more than a chicken coop. But the family carries on, getting occasional treats like pan dulce, (sweet bread) and listening to Apá Grande's stories. One day Tomás' Amá sends him to the post office, and he discovers the Carnegie Library next door. The Library Lady invites him in and introduces Tomás to books about anything and everything he can possibly imagine. Tomás enthusiastically shares the new stories that he has found with his family, and he and his brother Enrique find other books in the town dump. Tomás teaches the Library Lady some Spanish, while he becomes more confident in English and realizes that he doesn't need to be afraid of the Nightmare Teacher any longer. Then comes the day when Tomás comes to visit the library with his Papá Grande and tells her that he must teach her a sad word in Spanish: Adiós.

Tomás Rivera grew up to become the father of Chicano literature, as well as the Chancellor of the University of California at Riverside. The library there bears the name of the boy who was encouraged to read by a library lady in Iowa.

Themes/Curricular Ties:

Storytelling* Migrant Farm Families *Literacy * Imaginations
Unlikely Friendships * Generations * Learning a New Language
* Moving to A New Home * Integration * Libraries * Music

"Love is necessary in the classroom. A teacher should realize that if he has love for children he will be creating lasting, happy individuals. A degree of love brings security to a child and makes him feel worthwhile. A child realizes he is loved and in turn will respond as a unique individual to that love." Tomás Rivera, 1961



Questions to ask before seeing the production:

Tomás learns English as his second language. Do your parents speak a language other than English at home? Have you ever been in a situation where you didn't understand the language someone was speaking?

Tomás develops a special relationship with the librarian. Is there an adult who has influenced your life or shared something special with you?

When Tomás reads, his imagination takes him right into the story. If you could become a part of one of your favorite books, which book and what part of the story would it be?

Questions to ask after seeing the production:

All plays have three P's: *People* in a *Place* with a *Problem*. Where does the play take place? Who are the people? What are the problems? What happens at the beginning of the play? The middle? The end? How is the play different than the book? How is it similar to the book?

Tomás moves a lot between Texas and Iowa. Have you ever had two "homes" at once? What would it be like to have to leave your home for months at a time? What would you miss the most?

Today you saw a production of *Tomás and the Library lady*. Here are some things to think about and some activities to do now that you've seen the show!

Tell your family and/or friends about the play:

- Who were the characters? Which character was your favorite and why? What did the characters do? Was there a character that you disliked? Why? What was your favorite part of the play?
- Talk about the costumes, scenery, props, music and sound effects that were used in the production. Draw pictures to help describe the different costumes and scenery. What was your favorite costume? What was something about the scenery that you liked?
- The play is based on the book by Pat Mora. You can check it out in the library or buy in a bookstore. Read (or re-read) the book. How is the play similar to the book? How is it different?
- What is something new that you learned from the play?

What are the many emotions (feelings) that Tomás feels in the play? What happens to make him feel these emotions?

What do you remember? Fill in the blanks (Answers on page 3).

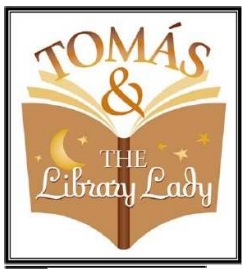
Tomás and his family drive to _____ so they can pick crops like _____ and _____.

Tomás Texas teacher told Tomás he was _____ and told him not to speak _____. He was upset and confused because he didn't understand _____.

Tomás asks his Papa Grande to tell him a *cuento* or, in English, a _____.

The library lady lets Tomás _____ books from the library so he takes them home and reads to his _____.

Tomás teaches the library lady _____ words and she teaches him _____ words.

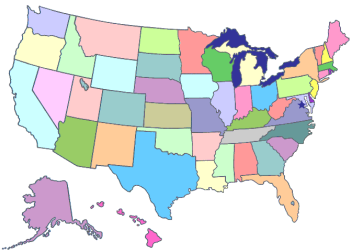


Theatre Resources for Schools Student Pages for:

Go on a scavenger hunt for books in your local library. See if you can find the following books. Check them off as you find them!

Found it!

- _____ Barrio: Jose's Neighborhood by George Ancona
- _____ Gooney Bird Greene by Lois Lowry
- _____ Wild About Books by Judy Sierra
- _____ I Take My Frog to the Library Sleepover by Judith Caseley
- _____ Sophie and Sammy's Library Sleepover by Judith Caseley
- _____ Remember: The Journey to School Integration by Toni Morrison
- _____ Pepita Talks Twice/Pepita Habla Dos Veces by Ofelia Dumas Lachtman
- _____ Confetti: Poems for Children by Pat Mora
- _____ A Library for Juana: The World of Sor Juana Inés by Pat Mora
- _____ Doña Flor: A Tall Tale About a Giant Woman with a Great Heart by Pat Mora



Map Making: Draw a Map that leads Tomás and his family from Texas to Iowa. Use a US map to help trace the route. How is Texas different from Iowa? Research the route on the internet and in books. Draw in landmarks, towns, terrain, weather, animals, flowers and trees that the family might have seen along the way.

Library Magic:

"¡Vamos! Let's go to the Library!
Tomás said to his family. He showed
Them his favorite books and his cozy reading nooks.

"¡Vamos! Let's go to the Library!
Join the fun, a treasure house that's free. Bring your
friends and family. Stories, computers, maps and
more, facts, fun. Enter the magic door. Like Tomás,
open books and osar. Be a reader. Explore galore.

~memory of the leader, educator and author,
Tomás Rivera

--Pat Mora, 2005



Internet Sites to Look at:

www.patmora.com

-the book's author Pat Mora's
Website

www.rif.org/readingplanet

-reading is fundamental activities for youths

www.childsplayaz.org

-Childsplay Theater Company's website

www.funbrain.com/lang/index.html

-a fun site with activities to help you learn Spanish

5 MINUTE ACTIVITIES

1) Tomas tells the library lady he would like to read about tigers and dinosaurs.

What do you want to learn about? Make a list of 5 things that you would like to read about. Take your list to the library the next time you go, to find books in your journal. Share your information with friends or your family.

ENGLISH/LANGUAGE ARTS: write about books 3:3 (gr1), 2:1(gr2)

2) Make a Spanish /English dictionary using the words from the play.

Discuss pronunciation and definitions.

compadre/friend	maestro/teacher	lápiz/pencil	vámonos/let's go
la luna/the moon	gato/cat	maíz/corn	espinaca/spinach
perro/dog	pájaro/bird	familia/family	carro/car
cuento/story	libros/books	tomar prestado/borrow	el tigre/tiger

ENGLISH/LANGUAGE ARTS: speaking applications 2.2 (gr3)

Foreign Language: Language Learning Continuum; stage 1

3) Tomas experiences many emotions during the play. How many emotions can you remember? As a class, make a list of his emotions. Here are some examples:

Frustration at not being able to understand the teacher.

Excitement when he gets lost in his books.

Sadness when he has to say goodbye to the library lady

Choose a student to come to the front of the class and demonstrate that emotion using whole body, face and imagination to show each of the emotions

Health: describe emotions. 1.1M, 2.1M, 3.1M, 4.1M

Visual and Performing Arts: Theatre, 4.2.1

15 MINUTE ACTIVITIES:

1). In groups of 3 or 4, choose a picture from a book, magazine, or newspaper (with 3 or 4 people or animals in it) that you could bring to life. Talk about what is happening at the moment the picture was taken. What would happen next? Decide exactly what happens and what the characters say and how the scene can end. Share with the class.

Visual and Performing Arts: perform pantomimes: 2.2

2). Discuss as a class, the reason that Tomas' family was going to Iowa. His family are migrant workers. They have to go where the crops are. What does it take to grow a crop and harvest it? Compare Tomas' life with your own life. Imagine riding in the truck for such a long time. What would you talk about? Share your ideas with the class.

History/social Science standards: 1.1, 2.4, 3.5

3). Try the story circle game. Start by sitting on the floor in a circle. Choose a topic for a story. One person begins by sharing on sentence. Each person contributes one sentence to the story and by the time each person has a turn, the story should be complete. Make sure you listen to each other and work as a team to give the story a beginning, middle and end.

English/Language Arts: speaking and listening. 1.2, 2.2, 3.2

30 MINUTE ACTIVITIES

1). On a US map, research the route from Texas to Iowa. Identify the states traveled through. Locate which region of the country this is. Were there any major land features that they had to cross? Which is the bigger/biggest state? Now trace the route. You can pretend that Tomas' family was going to California and repeat the map activities. Identify the states along the way. Using butcher paper, create the route including roads and major features.

History/Social/Science: demonstrate map skills: 1.2, 2.4, 3.1

2). Papa Grande always starts his stories with "En un tiempo pasado (Also; "Habia una vez")....". Meaning once upon a time in Spanish. Write a story starting with these words and incorporate as many Spanish words and phrases as you can. You can also start with "Once upon a time...." and write the story in Spanish incorporating English words. Make sure your story has a beginning, middle and end. Take turns reading aloud to the class.

English/Language Arts: writing applications: 1.5, 2.1, 3.3

Foreign Language: Language Learning Continuum, stage 3

3). Research the life of Tomas Rivera (December 22, 1935—May 16, 1984) the Chicano author, poet and educator that the story is about. He worked in the fields as a boy but became the first Mexican chancellor of University of California, Riverside. Make a time line of his life. To what does he credit his success? To tie the migrant worker aspect into California curriculum, read Harvesting Hope: The Story of Cesar Chavez.